**DUE:** February 28, 2007, 4:30 pm

### APPLICATION COVER SHEET

## **Iowa Department of Education Grimes State Office Building** Des Moines, Iowa 50319

# Application for ELL Technology Resource Grant

Applying Four-Year institution
Drake University
Program Director/Contact Person:
Name: Shelley Fairbairn, Ph.D.
Title: Visiting Assistant Professor
Address: Drake University School of Education
3206 University Ave
Des Moines, IA 50311
Telephone: 515-271-1954
Fax: 515-271-4544
E-Mail: shelley fairbairn@drake.edu
Does this institution have an ESL endorsement program? YES
Program Director/Contact Person:
Name
Title
Address
Telephone
Fax
E-Mail
Does this community college have an education program?
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Statement of Aggreen and

#### Statement of Assurances

Should a Technology Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;

2. Use grant funds to supplement and not supplant funds from nonfederal sources

Certification by Authorized or Institutional Official:  The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.			
Applying Four-Year Institution):			
Dr. Jan McMahill	Dean, Drake School of Education		
Typed or Printed Name of Authorized Official	Title		
Mullin	2/21/07		
Signature of Authorized Official	Date		
Dr. Ron Troyer	Provost, Drake University		
Typed or Printed Name of Authorized Official	Title		
Hours Vroyer	2-22-07		
Signature of Authorized Official	Date		
Consortium Community College Institution (if applicable):			
Typed or Printed Name of Authorized Official	Title		
Signature of Authorized Official	Date		

Please submit to Mary Beth Schroeder Fracek, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146 by February 28, 2007, 4:30 p.m.

## **Program Goals and Objectives:**

Goals and Objectives

Drake University's participation in the English Language Learner Technology Resource program focuses on 3 goals designed to benefit pre-service teachers at Drake, their instructors, and in-service teachers who participate as partners:

- Drake pre-service teachers and their instructors will have the opportunity to observe teachers of diverse learners (including ELLs) in an unobtrusive manner in order to discuss and learn from those teachers' contexts and practices.
  - a. Pre-service teachers will be able to discuss classroom reality with their instructors in "real time."
  - b. Classroom reality will be interpreted through the lens of research-based approaches to teaching ELLs (e.g., Grognet, Jameson, Franco, & Derrick-Mescua, 2000; Echevarria, Vogt, & Short, 2004).
  - c. Pre-service teachers and instructors will be exposed to teaching/learning contexts outside of the greater Des Moines area, including rural districts and those that serve ELLs with a variety of characteristics (e.g., first language or cultural groups not represented in schools that currently partner with Drake for face-to-face practicum experiences).
- 2. Drake pre-service teachers, their instructors, and K-12 teachers will be able to partner in efforts to improve both university-based and classroom-based instruction.
  - a. Pre-service teachers and instructors will be able to take advantage of teacher expertise in terms of guest lectures by teachers and/or panel presentations by teachers

- b. Pre-service teachers and instructors will be able to learn from administrators from districts that serve significant numbers of ELLs.
- c. Pre-service teachers and instructors will be able to hear from ESL parents through partnerships with various schools
- d. Pre-service teachers and instructors will be able to provide feedback and ideas to teachers who participate in the project, as appropriate.
- e. In-service teachers will be able to "attend" key teacher education course lectures, as appropriate.
- 3. Drake university professors and classroom teachers will be able to collaborate in research projects if they so choose.
  - a Possibilities include:
    - i Professors observing teachers and documenting teacher practice in an unobtrusive manner in order to conduct qualitative analyses of current classroom practice.
    - ii. Professors observing and documenting teacher practice, providing feedback and/or suggestions to teachers, and evaluating the impact of the implementation of that feedback and/or those suggestions on K-12 student learning
    - iii Teachers observing and documenting professor practice, providing feedback and/or suggestions to professors, and evaluating the impact of the implementation of that feedback and/or those suggestions on preservice teacher learning.

#### Intended Outcomes.

Intended outcomes of this project include:

- Exposure of pre-service teachers to classrooms that include ELLs.
- Pre-service teacher learning about how to effectively teach ELLs.
- Expansion of professors' knowledge regarding effective teaching of ELLs.

#### **Evaluation:**

#### Formative.

Formative evaluations will include:

- 1 pre- and post-tests related to pre-service teachers' knowledge about how to effectively teach ELLs (developed at the School of Education based on the program goals, objectives, and intended outcomes) and
- 2. Instructor surveys regarding implementation of the project and expansion of knowledge regarding effective teacher of ELLs (developed at the School of Education based on the program goals, objectives, and intended outcomes).

The pre-/post-tests will be administered at the beginning and end of each of three semesters: Fall 2007, Spring 2008, and Fall 2008, whereas the Instructor Surveys will be administered at the end of each of those semesters. Data will be disseminated following the Fall 2007 and Spring 2008 semesters so that professors can refine their implementation of the program.

Summative.

Summative evaluation will be based on a final Instructor Survey (developed at the School of Education based on the program goals, objectives, and intended outcomes) which will include questions about the Fall 2008 implementation of the program as well as questions about the entire 3-semester implementation of the program. Formative data from all three semesters will also be included in the summative evaluation of the program.

### Sustainability:

The implementation of the program beyond the grant period is highly feasible based on the following:

- 1. The Drake School of Education faculty's commitment to issues of social justice;
  preparing teachers to effectively facilitate the learning of diverse students is a key aspect
  of this commitment.
- 2. The Drake School of Education's commitment to revise the ESL endorsement. This commitment to preparing ESL-endorsed teachers creates a clear-cut forum for the continued implementation of the project.
- 3. Ongoing availability of a systems administrator in the School of Education (SOE); Drake teacher education instructors have SOE-based access to assistance with technology needs.
- 4 Solid partnerships with schools; Drake faculty currently have partnerships with a variety of schools and as these partnerships are expanded within the project, they will provide the means for ongoing implementation of the project.

#### Timeline:

Date:	Activity:	Person(s) Responsible:
Completed	Initial discussion of the integration of	Dr. Shelley Fairbairn, Dr. Jill
	videoconferencing into key teacher education	Johnson, Dr. Catherine
	courses at Drake	Gillespie
Ongoing	Setting up initial partnerships with specific	Dr. Shelley Fairbairn
	LEAs/teachers	1
By April 1,	Equipment will be ordered from the Iowa	Ms. Anita Mozga,
2007	Education Consortium	School of Education
		Administrative Assistant 2
Upon arrival	Setting up the unit	Mr. Ken Kass,
of the		School of Education System
equipment		Administrator
Summer	Discussion of integration of videoconferencing	Dr Shelley Fairbairn,
2007	with LEAs into all core teacher education	Curriculum Mapping Leader
	courses at Drake University (part of curriculum	
	mapping project)	

Summer 2007	Construction of pre-/post-tests for pre-service teachers and Instructor Survey	Dr. Shelley Fairbairn and Dr. Jill Johnson
September	School of Education-based Polycom training	Mr Ken Kass,
2007	3	School of Education System
		Administrator
September	Pre-test for pre-service teachers regarding their	Relevant course professors
2007	knowledge of best practice in teaching ELLs	(Dr. Jill Johnson, Primary
		Literacy Methods instructor
		and others)
December	Post-test for pre-service teachers	Relevant course professors
2007	Instructor Survey	D OL IL T'II'
January/	Dissemination of Fall 2007 semester data to	Dr. Shelley Fairbairn
February	Teaching and Learning faculty, Associate	1 TO THE TOTAL T
2008	Dean, and Dean of Education (for use in implementing the program during Spring 2008)	
January 2008	Pre-test for pre-service teachers regarding their	Relevant course professors
January 2008	knowledge of best practice in teaching ELLs	Refevant course professors
May 2008	Post-test for pre-service teachers	Relevant course professors
	Instructor Survey	
May/June	Dissemination of Spring 2008 semester data to	Dr. Shelley Fairbairn
2008	Teaching and Learning faculty, Associate	
	Dean, and Dean of Education (for use in	
	implementing the program during Fall 2008)	
September	Pre-test for pre-service teachers regarding their	Relevant course professors
2008	knowledge of best practice in teaching ELLs	
December	Post-test for pre-service teachers	Relevant course professors
2008	Instructor Survey (including summative	
T	questions)	D GI II E'II'
January/	Report on program outcomes to be	Dr. Shelley Fairbairn
February	disseminated to Teaching and Learning faculty,	Total de la constant
2009	Associate Dean, Dean of Education and other	Familia
	interested stakeholders	

## References

- Echevarria, J., Vogt, M., & Short, D. J. (2004). Making content comprehensible for English language learners: The SIOP model (2<sup>nd</sup> ed.) Boston: Allyn & Bacon.
- Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. (2000) Enhancing English

  language learning in elementary classrooms. Trainer's manual. McHenry, IL: Delta

  Publishing Company.